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ABSTRACT

The conference described addressed a wide range of key issues affecting young children and families; namely, child abuse, quality in pre-elementary programs, and responsibility for delivery of services. The document summarizes the policy issues identified by attendees of the 16 workshops and the addresses of the three major speakers (Dr. Donald C. Bross, Dr. David Weikart, and Dr. Shirley Moore). Presentations specifically include the following topics: the national trends in child abuse and neglect, the 19th year longitudinal study of the Perry Preschool Project and the "pay off" for Alaska from early childhood education, and the quality of early childhood education programs. Considered an accurate statement of statewide concerns, the booklet will be used as a planning tool by Alaska state legislators and the administration. (DST)

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Policy Conference on Young Children

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Conference Summary

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November 18, 19 & 20, 1984
Sheraton Hotel · Anchorage

Alaska State Legislature

Joe P. Josephson, Chairman
Vic Fischer
Paul Fischer
Rick Halford
H. Pappy Moss

Senate

Committee on

Health, Education & Social Services

Pouch V
State Capitol
Juneau, Alaska 99811

Dear Fellow Alaskan:

The attached document presents the composite results of the Policy Conference on Young Children sponsored by the Senate Committee on Health, Education and Social Services and the Departments of Education, Health and Social Services and Community & Regional Affairs. The conference was held in Anchorage from November 18th through the 20th at the Sheraton Hotel, and featured three nationally renowned speakers and over 100 Alaskan specialists in workshops and panel discussions.

The conference addressed a wide range of issues affecting young children and families, including child abuse, quality in pre-elementary programs and responsibility for delivery of services.

This summary of the conference delineates the policy issues identified by attendees in the sixteen workshops held during the three days, and summarizes the addresses of the three major speakers: Dr. Donald C. Bross, from the Kempe National Child Abuse Center in Denver; Dr. David Weikart, Executive Director of the High/Scope Research Foundation, who specializes in early childhood research; and Dr. Shirley Moore, professor of Child Psychology with the Child Development Institute of the University of Minnesota.

Because the participants made up an energetic and devoted group of people who represented the spectrum of those involved in early childhood -- educators, parents, child care providers, social service agencies, attornies and state departments -- I hope this document will be considered an accurate statement of statewide concerns and will be used as a planning tool by Legislators and the Administration.

For more information or additional copies of this report, please contact my office at Pouch V, Juneau, Alaska 99811.

Sincerely yours, I am

Joe P. Josephson

Joe P. Josephson, Chair
Senate Committee on Health, Education and Social Services

Note: Please return the enclosed mailer immediately, to help us identify for possible legislative action, the top five priorities in early childhood. (Be as specific as possible in the space constraints).

Policy Conference on Young Children

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THE NATIONAL TRENDS IN CHILD ABUSE AND NEGLECT

Donald C. Bross, J.D., Ph.D
Henry Kempe National Center
Denver, Colorado

When parents are inadequate, society's remedies are limited. These limitations lead us to examine the evolution of recognized children's rights in our culture, and the parallel development of public education.

In the United States, mandatory education was not required until the middle of the last century. The field of child welfare also had its beginnings in the 1800's, followed by child health (pediatrics) which was recognized as a medical specialty early in the twentieth century. In this historical perspective, then, birth certificates, immunization programs, compulsory education, and mandatory reporting of abuse and neglect are recent phenomena. Indeed, the first statute requiring reporting of suspected child abuse and neglect was enacted in 1963.

In our society, physical abuse and extreme forms of violence are part of the experience of many children. Statistics suggest that between twenty to forty percent of our children are exposed to violence in the home. Figures released in 1980 by the United States Department of Health and Human Services suggest that there are 5.7 cases of abuse per 1000 total population.

In another study, forty-two percent of mentally ill adolescents had histories of physical abuse. In the mentally ill group with histories of physical abuse, seventy-two percent acted aggressively towards others, while in the mentally ill group with no such histories, only forty-six percent acted aggressively.

And it is an interesting footnote to the study that neither group showed aggressive behavior towards their parents. Children rarely attack their parents. But the adolescents who were abused at home were twice as likely to attack their peers, and four times as likely to have attacked their teachers.

Sexual abuse of children is not confined to any single socio-economic group. Many studies support findings of sexual abuse at all socio-economic levels. A study in Georgia found that rural households, and households headed by women, were at greater risk for sexual abuse than other households.

In the school setting, the reporting of suspected cases of child abuse is mandated by law. But in spite of the legal requirement to report, deterrent factors to reporting exist. Reports, of course, will affect the relationship between the school and its personnel, on the one hand, and the parent, on the other. And although personnel may be aware of the duty to report, and the consequences of failure to report, studies suggest a need for mandatory training. Moreover, training should focus upon not just the reporting and treatment of very obvious cases, but also upon the need to recognize and deal with degrees of maltreatment and upon cases of lesser obviousness. Instructing teachers and administrators about the basic facts and signs of child abuse and neglect can increase the chances of reporting.

Those children who have survived histories of child abuse and neglect reasonably well appear to have had the benefit of supportive and safe adults -- such as a respected teacher or neighbor -- to whom they were able to turn in their time of need.

Thus, children require the interest and concern of not only their families, but also of their teachers, school officials, social workers, mental health professionals, and law enforcement officers. All have a job to do. A workable model that is made up of these components can be used to examine situations of family and institutional abuse and can deal best with the problems of children who have been subjected to these situations.

In addition to dealing with cases where abuse has occurred, communities are seeking to develop the right programs for prevention, to reduce occurrences of abuse and neglect. Options for such programs can include home visits for new-borns; allowing parents the opportunity to relinquish children they cannot care for; and training in parenting skills. Twenty states have now enacted children's trust funds.

In this country, there is no visible individual, official guardian, or other public official whose primary function is the responsibility to bring cases or situations of institutional abuse, or general concern for children as a class, to the attention of the executive, legislative and judicial branches of government, and to the public.

Another forward step would be to provide education in the schools on child development, and on the misuse of children, to increase accountability.

Dr. Bross

It is a principle of our society to maximize individual opportunity. Henry Kempe, who coined the term "battered child syndrome", asserted that each child belongs to himself or herself, and is in the care of a parent (or in the care of others when the parent permits or when the parent has betrayed the trusteeship for that care).

Children have two major rights, the right to protection and the right to choice. The right to protection exists from prior to birth onwards, and the right of choice comes with development. Society must enforce the child's right to protection if the person who is affecting the child most directly cannot do so, or even violates the right to protection. If the future for children is to remain promising, we must develop our efforts to teach children about their rights and the manner in which disputes concerning children can be handled.

THE 19TH YEAR LONGITUDINAL STUDY OF THE PERRY PRE-SCHOOL PROJECT AND THE "PAY OFF" FOR ALASKA FROM EARLY CHILDHOOD EDUCATION

Dr. David Weikart
High/Scope Research Foundation
Ypsilanti, Michigan

Wherever a child may be, learning of some kind is taking place; wherever a child is, care of some kind is being provided. The vital question is about the quality of learning, and the quality of care.

In this address, I will focus upon early childhood education and care. I will refer to the experience of young children, and especially the long-term results of our Perry Pre-School Early Childhood Education Project which we conducted in Ypsilanti, Michigan. The results of the study, and its implications, may affect the thinking of policy makers and educational leaders in Alaska with respect to early childhood education and care. The Project's outcomes are important. The results show measurable and verifiable benefits, with respect to life achievement and social adjustment, from early childhood education.

The Project began in 1962, and has been continuing for 22 years. It is an experiment to learn whether or not early childhood education programs ought to be in existence. The Project does not evaluate programs. The pivotal question of the experiment is whether an early childhood education experience can make a long-term difference in the life of a child.

At the start, in 1962, there was opposition to the very idea of having young children, three and four years of age, taken from their homes and placed in a center-based program. This opposition was overcome, and the program began with children from one neighborhood in Ypsilanti who all met the criterion of coming from families of lower income and educational attainment.

The children were then divided, on a random basis, into two groups, Group A and Group B.

The long-term Project followed the children into adulthood. The experiment shows that high quality early childhood education makes a significant difference in the long-term outcomes of the lives of young children.

123 children began the project in the years 1962-1965. The experiment has followed the lives of all these children, who remained part of the experiment at age 19. Our researchers remained in contact with every child, including those who left Ypsilanti.

The two groups showed great differences in performance levels over time. Achievement patterns of those who had pre-school experience began to differentiate early in life from the patterns of those without the pre-school experience.

67 percent of those from Group A -- the group with the pre-school experience -- completed high school; only 49 percent of those from Group B -- the group without pre-school experience -- completed high school. We learned that the rate of high school attendance, and completion, can be increased by about 50 percent through pre-school programs.

38 percent of the Group A youngsters attended post-secondary job training programs or colleges, but only 21 percent from Group B attained comparable educational levels.

We also found that only 15 percent of the students from Group A required placement in the high cost, "special education" programs, while 35 percent of the students from Group B received such placement.

We looked at the world of work as well as educational attainment. The children from Group A, by age 15, were more apt to have part-time jobs: 50 percent of the Group A children held part-time jobs, but only 32 percent of the Group B children held employment.

By age 19, 45 percent of the Group A children were self-supporting, compared to only 25 percent of the Group B children.

Although workers from both groups reported dissatisfaction with wages, 42 percent of the Group A workers said they were satisfied with their work, in contrast with Group B workers, of whom only 26 percent reported job satisfaction.

These statistics suggest that there should be a dialogue between educators and business leaders to emphasize the link between early childhood education and the production of a reliable and employable work force.

And beyond educational attainment and employment, we examined social adjustment. We found that 31 percent from Group A, the group with pre-school experience, had arrest records,

while 51 percent from Group B had arrest records. Moreover, Group A showed fewer arrests for crimes of violence or property. Females who had pre-school education had lower pregnancy rates than women without pre-school education. And only 18 percent of the people from Group A were getting general assistance, compared to 32 percent fo the people from Group B.

In summary, these data lead to the conclusion that pre-school education produces a significant reduction in crime, teen-age pregnancies, welfare rolls, and other social problems and community burdens. Early childhood education sets the child upon a more promising course through life.

In the pre-school experience, the young child develops a willingness to try new things, and confront new issues, and the capacity to project this willingness and competence to others. Our studies suggest that for every dollar we invest in early childhood education, society receives a pay-back of seven dollars, after adjustments for inflation. Thus, there is little social or economic reason not to have early childhood education programs.

In light of these data, we must strengthen the dialogue among the political, business, and service sectors of our communities. We need, too, to link the efforts of early childhood education professionals with the efforts of others who serve young people. Of course, our investment in teen-age programs, through employment training and job corps or internship opportunities and similar efforts, must continue. But, while those of us involved in early childhood education and care must develop a common ground with other professionals, all concerned must seek to build sensible statewide policies which create a framework for prevention in order that, as early childhood education and care programs continue to grow and prove their effectiveness, the need for remedial programs may be lessened.

I wish to close by emphasizing one important caveat or "catch" to all this: in order for a pre-school program to be effective, its quality must be high. High quality is not determined by licensing standards, or any regulatory process that now exists. Licensing standards do not cause high quality; instead, they only help create an environment in which high quality can exist.

For quality, there are three important requirements. First, a program must have a clear and distinct curriculum. Second, it must have good supervision, leadership and management. Third, it must offer training for those who work with young children.

QUALITY PROGRAMS AND THE EDUCATION OF YOUNG CHILDREN

Dr Shirley Moore
Institute of Child Development
University of Minnesota, Minneapolis

As a group, early childhood professionals are dedicated to providing quality in early childhood education and care. When children are away from their homes in day care, it is important that attention be given to the quality of the programs that serve them. These programs must provide an all-around good experience for children, preparing them for school and caring for them effectively.

Quality in early childhood education and care is attainable and must continue to be the goal of the efforts of all early childhood professionals. Quality day care is not a frivolous expenditure. it is an important necessity. To improve the status quo, it is important to expand available resources. In this effort, early childhood professionals, active citizens, and parents will have to undertake the politically awesome task of ensuring that enough resources are provided for both education and child care.

It is expected that by 1990, three out of four mothers of young children will work outside the home. This will create an enormous need for out-of-home care of all kinds. It is important to attend to the quality of this care as this predicted growth occurs. Job related work ethics which focus on the child care needs of working parents will need to be developed and implemented in the workplace. Employers have a responsibility to accommodate working parents involved in child rearing.

The informal care network in the United States has broken down and for the most part is no longer available, in contrast to many other cultures where the child is cared for in extended family situations. The need for mothers to work outside of the home is a constantly increasing demand. Very little of the economic resources in this country are available to this group (working mothers with young children), yet the burden of rearing the next generation is primarily theirs. It is important to consider supplementing resources for early childhood education and care, as well as providing more flexible schedules to working mothers.

The early years of life are critically important to a child's development. Research suggests that the long-term positive affects of an environment that supports cognitive development in children and provides motivation to achieve in school is going to pay off. The fundamental research question has been "Are we damaging young children by having them in day care?". It is safe to generalize the conclusions which appear to indicate that children in day care programs do not differ from home care children in overall cognitive language skills and social development. The research is less extensive for infants and toddlers in day care; however, they too appear to fare reasonably well.

In more than one study it has been found that children who spent from early infancy on at day care centers seemed more assertive with peers and adults. Some observations show that these children were more aggressive than the home care children and that they must make adjustments to the orderliness of the school classroom.

Other studies have shown that day care children have been found to be more friendly with adults and other children, more involved in school activities, and more independent than home care children. Generally, there is no evidence of adverse affects on the development of children enrolled in good quality programs from their earliest months of life. Their health was found to be good and their attachments to their mothers and their mothers' attachment to them was not affected. It is important when considering the impact of day care on infants and toddlers to examine the effect on attachment and related psycho-social behavior. Infants and toddlers are considerably more dependent on primary care givers than are pre-school children. Pre-school children can incorporate a greater variety of people caring for them without losing their sense of security than can infants and toddlers.

One of the big issues surrounding attachment and care programs is the extent to which the child can be comforted when distressed. Evidence indicates that a careful nurturing and building of the relationship between the care giver and the child is essential. Currently, child care centers are studying how to introduce children into centers in a gradual way, a practice which helps them with making the adaptation. For babies, family day care may be preferred to day care centers because babies can adapt to a new relationship with one care giver better than with the three or four to whom a baby is likely to be exposed in a center situation.

Dr. Moore

Four indicators that make a difference in the quality of the experience that children are having in day care centers are:

1. Group size - it does appear to be significantly more difficult to provide a high quality social experience and a good program of cognitive activities in large groups compared to smaller groups, even when the child-to-adult ratio remains essentially the same;

2. Ratio of children to adults - a high ratio of children to adults culminates in the reduction of positive exchanges between the children and the adults, according to various studies;

3. Stability in child care givers - when given a chance to develop a relationship with a stable care giver, the observed children in some center programs did appear to form attachments with their care givers that allowed them to seek affection and help when needed, to play contentedly, to be comforted when distressed, and to express positive enjoyment in the company of the care giver;

4. Training for care givers - training increases the likelihood of a center offering a high quality child care program particularly training in early childhood development and education.

Having identified the quality indicators, it is important that we work toward their full implementation whenever possible. Our society will pay the price if poor child care is allowed to proliferate without the controls and resources to improve it.

Policy Conference on Young Children

POLICY CONFERENCE ON YOUNG CHILDREN

ISSUES AND RECOMMENDATIONS

Each of the three days of the Policy Conference on Young Children, had a different emphasis. Participants gathered in workshops to identify issues to provide guidance for policy makers regarding the future well-being of young children in our state. The key issues identified by participants for each selected area of emphasis have been summarized below. The summary constitutes a list of proposals from the workshop participants.

TAKING ACTION ON CHILD ABUSE AND NEGLECT
(Conference Day No.1)

Criminal History Review

Revise access procedures to acquire better information - i.e., charges, arrests and convictions - about care givers.

Require criminal history background checks on all people working with children (school personnel, etc.).

Provide better training on fingerprinting methods and review effectiveness.

Require the registration of convicted criminals entering the state.

Prevention

Need full-time nurses and/or counselors in elementary schools.

Encourage schools and child care facilities to use available prevention curricula.

Educate children to distinguish appropriate touch from inappropriate touch.

Support increased funding for the Homemakers Program.

Develop community support groups, teams and networking throughout the state so that professionals, non-professionals and agencies are communicating with each other.

Promote networking between existing agencies.

Define corporal punishment, what it is (as opposed to abuse), who can use it, and under what circumstances it is appropriate.

Provide better training and supervision of child care staffs and better salaries to attract professionals and discourage turn-over.

Allocate resources for child care provider training in child abuse treatment.

Increase funding and staff resources for the Division of Family & Youth Services so all reports are investigated.

Require mandatory sentencing for "first degree" convicted offenders.

Training

Require mandatory training for child care providers and educators and allocate resources for this training.

Make available more funding for a statewide media campaign designed to increase public awareness of child abuse and neglect.

Teach parenting skills in High School.

Provide parenting education in the community; provide better family support; and, provide parents with enough information to know how to react and respond.

Provide funding for statewide child care information and referral agencies which may be able to coordinate the sharing of successful techniques between facilities and communities.

Promote networking between existing agencies.

Provide special mandatory training for those working in rural areas to promote cultural relevance and to encourage self-determination.

Centralize training in child abuse treatment, for consistency.

Work toward empowering community residents with resources and confidence to build trust within their communities.

Treatment

Obtain better evaluations of child care programs which include perceptions of children.

Apply the mandatory reporting law as intended - protection, prevention, and rehabilitation.

Increase funding for offender treatment and continue support of programs so treatment can be increased.

Include juvenile offenders in the treatment plan.

Study the level of effectiveness of treatment programs.

Increase funding to establish a data base on follow-up studies of victims and offenders.

Treatment should be available to families in all communities.

Other

Stress videotaping of child victims of sexual assault.

Study presumptive sentencing, length of prison sentences and cost impact of mandates to see if they have had the desired effect.

Establish the use of hearsay evidence in grand jury proceedings with minors involved as victims of sexual assault.

Mandate investigations of runaway children.

Clarify reporting statute and add pre-school personnel and social service agency personnel to the list of those required to report.

Correct loophole in child pornography law.

Combine state and municipal licensing requirements and procedures, to eliminate redundancy in the Municipality of Anchorage.

WHO SHOULD RECEIVE EARLY CHILDHOOD SERVICES?
(Conference Day No. 2)

Funding

Increased funding is essential to support the development of the child and the stability of the family through early childhood programs.

State and federal governments should be urged to provide start-up dollars for early childhood information and referral programs at the local level.

Competition for funds should be broad-based across all state budget priorities with early childhood program funding receiving an appropriate, proportionate, share of social services funding within the over-all state budget.

Develop innovative ways of funding children and youth programs, including children's trust funds with receipts from marriage licenses, and birth certificates, luxury taxes, etc.

Special Needs

Day care subsidies are needed for handicapped children whose families are above the income limits of the current Department of Community & Regional Affairs regulations.

Physical space needs for special education programs must be included in the facilities planning and design stage of school buildings.

Programs for physically handicapped children must be provided in barrier-free accessible buildings.

Action is required to:

Enforce existing state laws requiring physical accessibility of buildings constructed with public funds.

Improve the process in Department of Transportation & Public Facilities for design specifications and design review of architectural plans for new or remodeled school facilities.

Programs for physically handicapped children must provide opportunities for mainstreaming and normalization.

Rewrite Special Education Definitions.

Conduct an analysis of the discrepancy in the number of birth-to-three year old handicapped children served in infant learning programs as compared with three-to-five year olds in pre-elementary special education programs of school districts.

Administration and Special Needs

Steps must be taken administratively:

* to determine if children are not being served;

* to remedy difficulties in referring children from infant learning to special education programs;

* to address insufficient school district utilization and funding of Head Start and day care programs to serve these children;

* to establish reporting requirements and a data base for planning and services budgeting;

* to strengthen identification and screening of three-to-five year old children with special needs.

Administration

A mechanism for early childhood policy coordination at the state level, such as a mini-cabinet at the Governor's level, or establishing a new Office of Child Advocacy, is essential given:

1) the number of public and private sector agencies involved,

2) the fact that early childhood is a multi-million dollar business in Alaska,

3) evidence that Alaska far exceeds national rates in the number of families with young children, number of families with both parents working outside the home, and the number of single parent households,

4) the lack of coordinated statewide system of early childhood services, and

5) decreasing state revenues.

Better coordination is required, including a greater interchange of information among agencies and also between agencies and the public.

Some agencies and activities can be consolidated in state administration so as to increase efficiency and prevention duplication.

All early childhood education programs should be licensed and/or certified through a single state agency or a single system coordinated among the various state agencies.

Regulations should be based on group size rather than child/staff ratio.

Education/Training/Research

Minimum training level standards, based on current research, need to be established and enforced for early childhood program staff.

The career of early childhood education needs professionalization.

A four-year degree program providing for specific competencies in child development (prenatal through age seven) with sub-specialties in program areas such as handicapped, gifted, child protection, cross-cultural programs, and family needs should be available through the University of Alaska statewide system.

Parenting education should commence in junior high school and continue through high school.

Implement Latchkey Programs for all school age children including kindergarten.

Require school buildings to be available for Latchkey Programs.

Continue research on young children, build data base and more extensive reporting.

Mandate Infant Learning Programs throughout the state.

Parent involvement should be sought throughout the educational system.

Systems that encourage regular parental input should be established in all educational endeavors and programs.

Initiate school curriculum that builds self-esteem in grades K-12.

(Conference Day No.2)

The home-based model of comprehensive services for children and parents should be expanded on a state-wide basis.

Cultural Differences

Bilingual Education needs to be brought to the pre-school level with all programs culturally as well as develop mentally appropriate.

Develop child care programs for rural children.

Involve the parent(s) with language skills development.

Prevention

Programs and services that enhance early learning and parenting skills should be expanded to encourage prevention of learning problems and child abuse and neglect.

Determine whether or not the state should begin early prevention programs at birth rather than at age three, the present legal age for intervention.

Education/Training/Research

Educate parents as consumers on what to look for in obtaining high quality child care.

Offer parent training classes.

Educate the public regarding the role of child care providers by increasing availability of publications, self-help booklets, and media campaigns.

Provide child care resource and referral services to be monitored through an early childhood agency.

Maintain resource centers and libraries.

Research parent home-based programs.

Training needs to come into the child care provider's home with follow-up visits from licensing office.

An educational process should be required of providers interested in obtaining a license.

Educate policy makers, i.e. legislators.

Improve the quality and availability of training in the University system, in regional schools/skill centers, and in high schools.

Child care providers need access to higher education whether through college classes, correspondence courses, teleconference network.

Funding

Provide a stable, dependable funding source.

Pool resources among different agencies and create partnerships with the business community.

Increase child care grant amounts to $100 per child.

Relate child care grants to a percentage capture of the maximum and to levels of quality.

Encourage parent cooperatives through funding and technical assistance.

(Conference Day No. 3)

Increase levels available to parents and adjust regional differentials.

Increase funding for infant learning programs and make day care centers eligible for funds.

Review day care assistance income guidelines.

Need tax incentives, credits, and deductions to benefit the individual.

Provide additional loans or grants for equipment for centers for handicapped children.

Licensing/Regulations

Improve the quality of licensing.

Generate uniform standards to determine quality in child care.

Reform pre-school regulations. Do not allow exemptions.

Combine and streamline the regulatory process presently practiced by the Municipality of Anchorage, Alaska Department of Health and Social Services, and the Alaska Department of Education.

Waive the $200 DHSS Licensing Fee.

Provide increased inspections of facilities without prior notice of when they are to occur.

Need distinctions between day care and pre-schools and licensing and regulatory requirements affecting them.

Add more licensing positions.

Teachers and staff should be required to have knowledge of early child educational development.

Provide standardized licensing via Department of Education with enforcement through the Department of Health & Social Services.

(Conference Day No. 3)

Cultural

Incorporate Native language and cultural programs into curriculum.

Increase awareness of cultural diversity by involving Native corporations in early childhood education.

Improving Conditions

Increase staff incentives to remain in the profession, by providing more adequate salaries and increasing employee benefits.

Unemployment insurance should be available for part-time employment.

Information on child care providers should be easily accessible.

Better communication is necessary between home providers and centers and between care providers and the state.

Expand availability of the food program to include for-profit centers.

Set criteria for defining quality pre-school co-ops.

Provide assistance for child care home providers to include a relief system and benefit package.

Develop an Office of Child Development.

Develop quality curriculum, programs and evaluation procedures.

COMMENTS AND OBSERVATIONS OF THE POLICY CONFERENCE ON YOUNG CHILDREN

BY

DR. WEIKART & DR. MOORE

Dr. Weikart

There is a commitment throughout Alaska to the idea of child development - the idea children build and construct their own knowledge, through their action and through participation in programs.

The role of men in early childhood education needs to be expanded.

Diagnostic screening tests and their value requires a look at the statistical sophistication of the instruments in order to predetermine courses of action for children.

The dilemma is actualizing the rhetoric statement of commitment to child growth and development through hard work and extensive effort.

Curriculum is a topic of major importance.

There needs to be a commitment to parents and to cultural issues by early childhood professionals.

Child abuse and reporting and the dilemma surrounding the rights of the individuals and responsibility to the community must continue to be dealt with.

There is a lack of hard data - actual facts and figures. The state should get more clarity as to exactly what the situation is, how it functions and what the relationships are.

The need for and the provision of training and the need for and the provision of supervision are key to staff development.

These two areas (training & supervision) need consideration and continued development with the services provided in Alaska both because of the extensive rural networks and because of the necessity to make programs function and be of high quality.

Dr. Moore

Carry forth - be tenacious and be tough.

Expand the base of support through very broad public awareness campaigns designed to impact people outside the ordinary spheres of influence.

Organize information and distribute it on any items that require action to 300 - 400 influential people throughout the state.

Become involved in the legislative process.
- Go to hearings.
- Get to people who are influential.
- Do your legislative homework.

Above all, be persistent.

Policy Conference on Young Children

A G E N D A

SUNDAY, NOVEMBER 18

8:00 AM - NOON	Registration	Mezzanine
NOON - 2:00 PM	Conference Luncheon & General Session	Ballroom A & B

Opening Remarks & Welcome
Senator Joe P. Josephson
Chair, Senate Committee on Health, Education and Social Services

Welcoming Remarks
The Honorable Bill Sheffeild, Governor
State of Alaska

Keynote Address

The National Trends in Child Abuse & Neglect
Dr. Donald C. Bross, J.D., Ph.D.
Assistant Professor, University of Colorado School of Medicine and Legal Counsel for C. Henry Kempe National Center, Denver, Colorado

Statewide Trends

An Alaskan Perspective on Child Abuse & Neglect
John Pugh, Commissioner, Alaska Department of Health & Social Services

SUNDAY, NOVEMBER 18 - CONTINUED

2:30 - 5:00 PM Concurrent Workshops

TAKING ACTION ON CHILD ABUSE AND NEGLECT

S01-WHAT IS THE LEGAL RESPONSIBILITY OF THE SCHOOLS AND CHILD CARE FACILITIES RELATING TO CHILD ABUSE?

Kuskokwim West

The reporting law: what it means to teachers, care givers and administrators; interfacing with the law and the legal system.

Moderator: Dee Ann Grummett, Social Services Program Coordinator, Division of Family & Youth Services

Panelists: Steve Warner, Investigator Youth Services Bureau Anchorage Police Department
Noreen Thompson, Superintendent, Kodiak Island School District
Carolyn Cannava, Kindergarten Teacher and School Board Member, Kenai
Myra Munson, Assistant Attorney General, Human Services Section, Fairbanks
Wanda Spenny, Child Care Provider, Anchorage

S02-HOW DO YOU RECOGNIZE AND TREAT CHILD ABUSE?

Yukon Room

The signs; what to look for. The role of the teacher and child care provider on the treatment team - teaching trust and teaching sexually appropriate behavior. The aftermath of abuse: the view of the child.

Moderator: Carolyn Frichette, Staff Development Coordinator Division of Family & Youth Services

Panelists: Dr. Alan MacFarlane, Pediatrician, Fairbanks
Pam Kirk, Human Relations Center, Anchorage
Judy Moor, Regional Supervisor, Homemaker Program of Alaska, Juneau
Carol Comeau,Teacher, President, Anchorage Education Association
Susan Humphrey-Barnett, Director Statewide Programs, Alaska Department of Corrections

S03-HOW CAN SMALL COMMUNITIES DEAL WITH CHILD ABUSE?

Room 308

Moderator: Kathy Tibbles, Regional Manager, Division of Family & Youth Services

Panelists: Representative Peter Goll, Haines
Jamie Buckner, Education Specialist, Southeast Regional Resource Center
Wes Terwilliger, Director, Gateway Community Mental Health Center, Ketchikan
Carolyn Epple, Project Coordinator for Southeast Abuse/Neglect Prevention Program, Southeast Alaska Health Systems Agency

S04-WHAT CAN PARENTS, TEACHERS AND CARE GIVERS TEACH CHILDREN TO PREVENT CHILD ABUSE?

Ballroom C

What Resources are available: What is "good touch and bad touch"? What is available in prevention curricula?

Moderator: Steve Wilson, Social Worker/Counselor Division of Family & Youth Services, Fairbanks

Panelists: Dr. Marianne von Hipple, Behavioral Pediatrician Anchorage
Susan Leddy, Education Services Coordinator, S T A R Anchorage
Carol McElroy, Co-Director, Bayshore Learning Center Anchorage
Aileen McInnis, Community Education Specialist, Resource Center for Parents & Children, Fairbanks
Sue Hull, State PTA Liason with the State Board of Education, Fairbanks

S05-WHAT IS BEING DONE TO REDUCE RISK?

Kuskokwim East

Regulations, criminal history background checks: screening those who work with children. Mandatory inservice training, public awareness: what is the future of risk reduction?

Moderator: Kathleen Shaw, Social Worker, Division of Family & Youth Services, Anchorage

Panelists: Bill Mellow, Assistant Attorney General, Juneau
Robert Sundberg, Commissioner, Alaska Department of Safety
Dorcas Lewis, Childcare Licensing Specialist, WIN-ANCHORAGE
Frank Millett, Big Brothers/Big Sisters, Anchorage

Policy Conference on Young Children

MONDAY, NOVEMBER 19

7:30 - 8:30 AM	Registration	Mezzanine
8:30 - 9:30 AM	General Session	Ballroom A & B

WHO RECEIVES AND WHO PROVIDES
EARLY CHILDHOOD SERVICES?

Remarks and Introductions
Senator Joe P. Josephson

Population Projections and Demographics of Alaska:
The Changing Role of Women in the Workforce
Greg Huff, Economist, Alaska Department of Labor

Profiles on the Range of Services Available in Alaska
Ms. Lare, Child Care Coordinator, Alaska Department
of Community & Regional Affairs

MONDAY, NOVEMBER 19 - CONTINUED

9:30 - 11:00 AM A Panel Debate - Who Should Provide Early Childhood Services? **Ballroom A & B**

Introduction of Panelists
Senator Joe P. Josephson

Pro-Government
*On the State Level
Lisa Rudd, Commissioner
Alaska Department of Administration
*On the Local Level
Heather Flynn, Member
Anchorage Municipal Assembly
E.E. (Gene) Davis, Superintendent of Schools
Anchorage School District

What is the government providing and are these services a spending priority for: parents, the administration and the legislature? Day care assistance, child care tax credits, public school education and early intervention programs are only a few programs sponsored by the state.

Pro-Business
Sister Barabara Haase, Administrator,
Ketchikan General Hospital

The benefits of employer sponsored child care: to the industry, the parent, the child and the family unit.

Pro-Parent
Susan Clark, Chair, The Committee on Women
Alaska Division, American Association of University Women.
Chris Wright-Ibanez, Sr. Employee Relations
Specialist, ARCO, ALASKA, Inc.

Parents, not government, have responsibility and control over the care and education of young children.

Summary of the Debate
Senator Joe P. Josephson

MONDAY, NOVEMBER 19 - CONTINUED

11:00 - 12:00 N Special Presentations

Kuskokwim East
RurAL CAP Early Childhood Planning Project
Debra Ward, Early Childhood Consultant

Kuskokwim West
Head Start Training Guide for Preventing Maltreatment of Children with Handicaps
Sharon Fortier, Resource Access Project

Yukon Room
Changing Roles of Native women and Family Structure in Rural Alaska
Lary Schafer, University of Alaska, Fairbanks

Room 305
Findings of the Alaska State Employee Child Care Survey Commissioned by the Alaska Department of Administration
Richard Smiley, Ph. D., Educational Psychologist
Southeast Regional Resource Center

Room 308
Day Care Based Research Concerning Environmental Organization and Staff Training
Dr. Todd Risely, Psychology Department
University of Alaska, Anchorage

Ballroom C
"Training For Quality", a film made at Islands Community College, the Betty Eliason Center, Mt. Edgecumbe pre-school and the Infant Learning Program in Sitka, showing the need for staff training in recognition of developmentally appropriate curricula for children.
Karen Marie, Program Coordinator for Early Childhood Education and the Betty Eliason Child Care Center

Room 301
Anchorage Youth At Risk, presentation of a report by the Anchorage Commission on Youth.
Patrick Burke-Reinhart
Youth Program Coordinator, M O A

MONDAY, NOVEMBER 19 - CONTINUED

12:00 - 1:30 PM Conference Luncheon & Keynote Address — Ballroom A & B

Introductions & Remarks
Emil Notti, Commissioner, Alaska Department of Community & Regional Affairs

Keynote Address

Nineteenth Year Longitudinal Study of the Perry Pre-School Project and the "Pay-Off" for Alaska from Early Childhood Education.
Dr. David Weikart, Executive Director
High/Scope Research Foundation
Ypsilanti, Michigan

1:30 - 4:30 PM Concurrent Workshops

WHO SHOULD RECEIVE EARLY CHILDHOOD SERVICES?

Each panel will address the question: Who should receive early childhood services? Identifying groups of children and issues relating to these children to be passed on to policy makers. Members of each panel are advocates for childrens' programs, and will plea the case of those they are most familiar with. The moderator will promote group discussion, keeping the central question in the forefront.

Room 308

Moderator: Dick Luther, Director Educational Program Support
Alaska Department of Education

Panelists: Dot Truran, Director, Governor's Council for the Handicapped and Gifted.
Gary Holthaus, Board Member, Center for Parents and Children
Jo Kuykendall, Directress, Discovery Center
Fairbanks

MONDAY, NOVEMBER 19 - CONTINUED

1:30 - 4:30 PM Concurrent Workshops

Room 305

Moderator: Ms.Lare, Child Care Coordinator, Alaska Department of Community & Regional Affairs

Panelists: Carlos Ovando, Associate Professor, University of Alaska, Anchorage
Mary Jo Hotchkiss, Teacher - Early Childhood Education Anchorage Community College
Betty McCormick, Director, Career Center Lab School Anchorage School District
Karen Lamb, State Coordinator, Infant Learning Program Anchorage

Kuskokwim West

Moderator: Pat O'Brien, Social Services Program Officer Division of Family & Youth Services

Panelists: Mary Asper, State President, NAEYC
Margaret Lowe, Principal, Whaley Center, and Special Education Administrator, Anchorage School District
Kerry Reardon, AAEYC Child Care Resource Center
Theresa Scott, Gastineau Elementary School, Latchkey Douglas, Juneau

Ballroom C

Moderator: Annie Calkins, Early Childhood Coordinator, Alaska Department of Education

Panelists: Sandi Haynes, Program Supervisor, Anchorage Head Start RurAL CAP
Sharon Hodgins, Supervisor, Yukon-Kuskokwim Parent/ Child Program, Bethel
Dr. Marjorie Fields, Associate Professsor, Early Childhood, University of Alaska, Juneau & National Governing Board Member - NAEYC
Patti Dunlap, Principal, Rigel High School, Anchorage

MONDAY, NOVEMBER 19 - CONTINUED

1:30 - 4:30 PM Concurrent Workshops

Yukon Room

Moderator: Karen Perdue, Director, Division of Community Development, Alaska Department of Community & Regional Affairs, Juneau

Panelists: Joan Hurst, Campfire, Anchorage
Barabara Smith, Ph.D., Co-Director, Preschool Resources for Alaskan Special Education, Early Childhood Coordination Project, Anchorage
Mike Travis, Program Manager, BIB Education, Alaska Department of Education
Una Kernodle, Home Economics, Chugiak High School

Kuskokwim East

Moderator: Fran Rose, Special Assistant, Mini-Cabinet on Women, Juneau

Panelists: Dr. Marianne von Hipple, Pediatrician, Anchorage
Phyllis Murray, Bilingual Education Director, Lower Kuskokwim School District
Jackie Schakel, Project Director, Preschool Resources for Alaskan Special Education, Early Childhood Coordination Project

Policy Conference on Young Children

TUESDAY, NOVEMBER 20, 1984

8:30 - 10:00 AM General Session **Ballroom A & B**

Opening Remarks & Introductions
Harold Raynolds, Sr., Commissioner
Alaska Department of Education

Keynote Address

Quality Programs and the Education of Young Children
Dr. Shirley Moore, Professor of Child Psychology
Institute of Child Development
University of Minnesota

Quality like "excellence" is a term we recognize as desirable, but in terms of educating young children, what do we mean? Who determines what criteria define "quality"? What are national organizations doing to promote quality among their members? Are educators solely responsible for the quality of programs, and what is the relationship of the state and federal government to the parent in early childhood development?

10:00 - NOON Concurrent Workshops

ACHIEVING, MAINTAINING AND PROMOTING QUALITY IN EDUCATION

Issues and reality about quality - how has it been achieved, maintained and promoted? These workshops are discussion oriented rather than show-&-tell, to delve into issue exploration with the participants.

T01-FAMILY AND HOME BASED CARE

Kuskokwim West

Moderator: Betty Ramage, Chair, Alaska Women's Commission

Panelists: Julie Stone, Ketchikan Home Based Program
Deborah Jackson, Juneau Family Day Care Provider
Mary Carr, Director, Anchorage Infant Learning Program
Jo Putnam, Director, Kawarek Head Start, Nome
Pat Brunelle, President, Alaska Family Child Care Society, Anchorage
Sharon Hodgins, Supervisor, Yukon-Kuskokwim Parent/Child Program, Bethel

TUESDAY, NOVEMBER 20 - CONTINUED

10:00 AM - NOON Concurrent Workshops

T02-PRIVATE CHILD CARE/PRE-SCHOOL PROVIDERS

Ballroom C

Moderator: Marsha Hubbard, Special Assistant to the Governor

Panelists: Chris Booren, Bidarki Child Care Center, Cordova
Sue Adams, Director of Day Care, City of Kotzebue
Marian Estelle, Director, Petersburg Children's Center

T03-PARENT COOPERATIVES

Room 305

Moderator: Carol Richards, Director, Alaska Women's Resource Center, Anchorage

Panelists: Sally Bruce, Teacher/Director, Anchorage Co-Op Nursery
Gretchen Reynolds, Capitol Elementary School, Juneau
Linda Padden, New Horizons Pre-School, Anchorage

T04-SCHOOL DISTRICT PRE-SCHOOL PROGRAMS

Kuskokwim East

Moderator: Ernestine Griffin, President State School Board

Panelists: Felice Dunham, Chapter One Coordinator, Ipalook Elementary School, Barrow
Joe Cooper, Superintendent, Yukon-Koyukuk School District, Nenana
Mike Baumgartner, Elementary Education, Title VII Coordinator, Iditarod School District, McGrath
Alice Bosshard, Special Education Curriculum Director, Valdez School District

T05-PRIVATE PRE-SCHOOLS

Yukon Room

Moderator: Dr. Claudia Dybdahl, Assistant Professor, School of Education, University of Alaska, Anchorage

Panelists: Linda Schmidt, Director/Teacher, Mt. Edgecumbe Pre-School, Sitka
Joy Greison, Jewish Education Center, Anchorage
Mary Jo Kidd-Thomas, Director/Owner, St. Benedict's Pre-School, Anchorage
Mary Trosper, Administrator, Chugiak Children's Services

TUESDAY, NOVEMBER 20 - CONTINUED

NOON - 2:00 PM — Conference Luncheon & Closing Session — Ballroom A & B

"WHERE DO WE GO FROM HERE?"

Introductions
Senator Joe P. Josephson

Keynote Presentation

Dr. Shirley Moore

Dr. David Weikart

Dr. Weikart & Dr. Moore will review what happened at the conference, the issues identified, and reflect on what they heard Alaskans saying about the future of our young children.

Questions to the Speakers

Conference Evaluation

Closing Remarks
Senator Joe P. Josephson

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